

THE SOUTH INDIAN TEACHER

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THE TEACHERS' CHARTER FOR INDIA

(Approved at the 11th All-India Educational Conference, Nagpur, 1935.)

M.S. KOTISWARAN, *Honorary Secretary.*

THE PREAMBLE

Whereas The All India Federation of Educational Associations has for its objective the safeguarding and advancing of the interests of the teachers working in any branch of Education—Primary, Secondary, Higher, or Special—in any part of India and the securing for them their legitimate place in National life;

And Whereas it is not possible to achieve the desired objective till modern Indian Society as a whole and the State concede to the members of the teaching profession certain fundamental rights coupled with certain fundamental responsibilities,

The All India Federation of Educational Associations, declares the following to be the Rights and the Responsibilities of teachers, and the Federation shall henceforth consider it its foremost duty to strive to secure, by all peaceful and legitimate means, for the teachers of India, all that is laid down in this CHARTER.

THE CHARTER

- I Every Teacher is a nation-builder and must be regarded as such by the Society and the State.
- II. Every Teacher has a right to the remuneration that is compatible with decent livelihood.

- III Every Teacher has a right to security of tenure in service.
- IV. Every Teacher has a right to adequate protection against sickness, accident and old age.
- V. Every Teacher has a right to equitable treatment in matters of salary, promotion or retrenchment, irrespective of caste, creed, colour, race or other extraneous reasons.
- VI. Teachers must have the right of association for all legitimate purposes, especially those that are calculated to improve their position as teachers and they must also have a right to full freedom of opinion and expression.
- VII Every Teacher has a right to participate in all lawful public activities—educational, social, economic and political
- VIII. Every Teacher has a right to earn in spare time additional income from supplementary occupations, provided his legitimate main duties do not suffer, thereby
- IX Every Teacher has a right to be trained for his work so that he may do it with the greatest possible efficiency.

- X. Every Teacher must be provided with facilities for travel for educational purposes and for improving his qualifications.
- XI. Teachers must have an effective voice in the shaping of the educational policy and in the administration and control of any institution or institutions run by the Educational Department of any local, provincial or central government or an Indian State or run by private bodies or universities, through their accredited and elected representatives, and it is the duty of the State to provide the requisite machinery for securing such a representation, by an Act of the Legislature, or by any other agreed procedure.
- XII. (a) Every Teacher, in case of degradation, dismissal, supercession or retrenchment, has a right, individually or collectively to appeal to an impartial Arbitration Board whose decision shall be binding on the employer and the employee, and it is the duty of the State to bring such impartial Boards into existence, by an Act of the Legislature.
- (b) Every Teacher's person as well as the precincts of every educational institution must be regarded as inviolable in times of disturbance, local, provincial, or country-wide, provided they both keep to strict neutrality.

THE RESPONSIBILITIES

- II. Every Teacher must regard every child as an individual capable of unique development, and yet capable of being prepared by social enterprise to take its place in the social whole, and so help it to be creative as well as co-operative, and try to release for constructive ends towards maximum service of society the unique powers of every pupil.
- III. Every Teacher must see that there is no incompatibility between his precepts and the example that he daily presents before his pupils in his own life.
- IV. Every Teacher must take his stand against the principle of competition that permeates the whole structure of modern society and must strive his best to instil in the minds of his pupils the principles of co-operation and social service.
- V. Every Teacher must make it his foremost duty to rear up the younger generation of the country on the principles of unity and brotherhood among all the races, irrespective of caste, creed or colour.
- VI. Every Teacher must be a believer in the dignity of labour, must practise it in his own life, and must bring up his pupils on that belief and the practice thereof.
- VII. Every Teacher must live up to the ideals worthy of a nation-builder and must therefore be a non-partyman, strictly impartial and balanced, in all his thoughts, words and deeds.
- VIII. Every Teacher must be a pacifist and an internationalist, and, therefore, above communalism or narrow nationalism.
- IX. Every Teacher must be a learner throughout his life and must strive to equip himself more and more for his noble mission, by acquiring the requisite

- I. Every Teacher must not only faithfully instruct the pupils committed to his charge according to the regular programme of the school studies, but must also educate them in such a way that they all become sound in body, refined in mind, elevated in soul, and develop fearlessness, self initiative and self expression.

academic or technical knowledge and skill, and by vigorously participating in all the activities that are likely to make his life rich and full in all respects.

- X. Every Teacher must be a champion of human liberty and human dignity, and must always try by legitimate and peaceful means to promote the interests of children, women and backward classes.
- XI. Every Teacher must be an advocate of freedom of thought and

expression and must be prepared to allow freedom of thought and expression, to others also.

- XII. Every Teacher must try to preserve and nourish all that is best in the various race-cultures that have mingled in this country, and must strive to evolve from this ancient heritage, a new synthesis of Indian culture, with an enheartening message, not only to India but to the whole of humanity.

THE XLII MADRAS STATE EDUCATIONAL CONFERENCE, COIMBATORE

"The 42nd Madras State Educational Conference will be held at Peelamedu, Coimbatore, on the 12th, 13th and 14th of May, 1952 (The dates are provisional), under the distinguished Presidency of Dr. R. K. Shanmukham Chettiar, Vice-Chancellor, Annamalai University.

An Educational Exhibition will be conducted along with the Conference and Educational Institutions in the State are invited to send exhibits pertaining to (a) Teaching Aids; (b) Social Studies; (c) Citizenship Activities, etc.

A Working Committee has been formed under the auspices of the Guild to organize and run the conference with

Sri S. Venkataraman (Headmaster, Sarvajana High School, Peelamedu) and Sri R. Rajagopal (Headmaster, Devanga High School, Coimbatore) as the General Secretaries for the Conference, and Sri S. Venkatasubramanian (Headmaster, Suburban High School, Coimbatore) as Treasurer.

Sri G. R. Damodaran, Principal of the P. S. G. College of Technology has been elected as the Chairman of the Reception Committee, by the Executive Committee of the Guild.

All correspondence pertaining to the Conference should be addressed to Sri S. Venkataraman, Sarvajana High School, Peelamedu."

ELECTION TO THE 'LEGISLATIVE COUNCIL TEACHERS' CONSTITUENCY

AN APPEAL TO BROTHER TEACHERS

BY

E. H. PARAMESWARAN, M.A., L.T.,

Headmaster, Tirthapati High School, Ambasamudram.

At the request of several friends I am seeking election to one of the four seats in the Madras Legislative Council (Madras South).

I have been an active and loyal worker of our S. I. T. U. during the last 25 years.

If elected, I shall work for the enactment of a Charter for Teachers as demanded by the Provincial and All-India Educational Conferences—a charter which shall guarantee to the teaching profession, among other things,

1. Academic freedom.
2. Security of Tenure.
3. Better and uniform service conditions for teachers of all grades under all agencies including D.A., House rent and all other allowances as recommended by the Central Pay Commission.
4. Free education for the children of teachers.

I also assure you that I shall ceaselessly strive to be worthy of your trust by loyally carrying out the policy and programme of the South India Teachers' Union and promoting the true interests of Education and of the teaching profession.

May I earnestly appeal to you to give me your **FIRST VOTE** or as high a preference as possible? May I also request you to kindly help by recommending my candidature to other fellow teachers?

E. H. PARAMESWARAN

FOUNDATIONS OF SOCIAL EDUCATION

DR. K. N. KINI, M.A., Ph.D. (*Columbia University*),
Adviser, Gandhi Rural University, Sar'darshahr, Rajasthan.

Social education is the training of all the powers and faculties of the people who constitute the society in which they live. Considered from this broad point of view, social education aims at developing the intellectual, physical, economic, moral, spiritual, aesthetic interests of human beings. It aims at educating the whole man, so as to enable him to be an efficient entity in a democratic society of an industrial and agricultural age.

To achieve this objective, there is need for proper training or schooling under competent teachers, who know the principles and techniques of social education. The development of the intellect is an important item. Reading and writing and calculating are only the tools needed for this development. By reading, we get more information of this world and incidentally we develop our intellect. By writing, our knowledge becomes more accurate and we are able to preserve it for future use and for the use of others. Reading and writing are therefore both essential for a citizen in democracy. He must also know the elements of arithmetic to transact business of, say, buying and selling. The brain gets developed too. Using these tools the individual studies the needs, the work, achievements and ideals of the group and constantly tries to adjust himself to it or even tries to transform it for the better and higher ends.

Now the time of polling is fast approaching. We have to elect our representatives in the Legislatures from whom our Ministers will be selected. Those who know to read can peruse journals and are able to understand the views of those who stand for election from their speeches and actions narrated in these papers to make up their minds to whom they shall give the

vote. Those who are unable to read are denied this privilege. They have to depend upon what others say about the men and women who stand for election. They are not able to judge for themselves. They are thus inefficient members of our democratic society. To this extent our society becomes weak. Therefore we should educate all illiterate people.

Physical development is also essential. A strong and healthy man can do more work than a weak and unhealthy man, and earn more and thus can get more of the good things of life. He can enjoy his life whereas a weak and unhealthy man does not enjoy life. Therefore games and sports are organised for students in schools. Provision should be made for the exercises of adults also. There are many simple games in our country which do not cost much money. We should revive them and make them fashionable. We should teach people to keep their houses clean. The streets should not be made latrines and drains and sheds for cattle.

We build most fine houses. They have not adequate compounds with gardens and trees. They do not get enough light and pure air. Thus the health of the inmates suffers. Knowledge enables people to live better and thus conserve their health.

We must keep our bodies clean, our surroundings clean, our houses clean and everything that we use clean. Cleanliness enhances beauty. Beauty enhances joy. Joy enhances life-span. Adult education should directly teach how to attain this end.

Economic life in India has deteriorated considerably during the past two centuries on account of the exploitation of our resources by a foreign nation. Recently we have been free. We should teach the poorer adults how to be rich-

er, and how to lead a fuller life. We should enhance their vocational competency and thus increase their earning capacity. We should teach them new arts and trades and should teach them to improve their present arts and trades too.

Institutions should be started to do this all over the country. If we work with faith and assiduity, we shall surely attain our goal. A large programme of training the youths and adults in the basic occupations of life namely agriculture, animal husbandry, and textiles has been worked out in the Gandhi Rural University, Sardarshahr and will be put into effect soon. We shall teach them various trades also, such as smithy, carpentry, and workshop-practice on a more scientific and up-to-date scale

than they do at present. More trades of use to villagers will be introduced as time rolls on.

Moral and spiritual education of the people should not be lost sight of. I am of the opinion that spiritual matters should be considered from the points of view of service of man. Service of man is service of God. If we do our daily tasks with the idea of serving our fellow-beings and making their life happier, God will surely be pleased. This way is His service. This mode of looking at spirituality and morality will be followed in the Sardarshahr Gandhi Rural University. I wish the whole world will look at spirituality from this angle of vision. Then this earth will be a Heaven.

MADRAS SOUTH TEACHERS' CONSTITUENCY

Election to the Legislative Council

I seek election to the Legislative Council from the Madras South TEACHERS' CONSTITUENCY. Should I deserve the support of the members of the South Indian Teachers' Union, I request them to record their FIRST VOTES in my favour. If I am elected as their representative, it will be my earnest endeavour to raise the pay and status of teachers.

V. R. RANGANATHAN,

Retd. Deputy Director of Public Instruction.

DOWN WITH THE ROOTS OF ADULT ILLITERACY.

A. G. VILVA ROY.

Adult illiteracy cannot be liquidated so long as its roots are fed on ever widening fertile soil, viz., illiteracy of children. Child illiteracy has therefore a most vital bearing on the problem of adult illiteracy and should receive the careful attention of realists among adult educationists. Growth of children into illiterate adults should be firmly prevented. Once all children are put to school and made permanently literate, the task of the adult literacy worker would be lightened. He then has only to tackle the present generation of adults, a limited number. The largest agency fighting illiteracy among children to-day is the elementary school. Let us therefore examine the scope of the elementary school in this regard and tune it to have improved turn over.

It is common knowledge that elementary education for the most part has yet to fit into the needs of the community. To that extent it has no real or lasting value to the common man. Over a large part of the country, elementary schooling has failed to raise the standard of living of the community. This is the open secret behind the popular lack of interest in the elementary school, the low daily attendance, the low or waning prestige of the teacher and his chronic poverty.

The Hartog Committee emphasised that "the hope of the future progress depends very largely on the adoption of some effective means for the retention of pupils at school for at least four years." It is still a hope to-day, full twenty-two years since. Although elementary education in rural areas is free the average period of schooling is rarely two years. This is a pointer to the fact that the usual type of school is not wanted in the village and that, if the average duration of school life is to be lengthened, a different type of school suited to actual local condi-

tions is needed. About a fourth of those enrolled do read through five years and reach a stage of literacy; but this literacy soon has a set-back towards a relapse into illiteracy for want of facilities to maintain a reading habit.

An educational institution must exert a creative influence on society. Like a tree it is judged by its fruits. Once it is tuned to be in unison with people's interests and needs, better co-operation and active support will be forthcoming. While child educationists drawing inspiration from great foreign authors may be right in keeping to high idealism and philosophy of educational thought realities have to be faced in making the school useful to the masses in a poor country like India.

India lives in villages. Villages are peopled by farmers. The farmer is yet to be convinced that his son would become a better farmer by attending the elementary school for five years. To this end the elementary school can be reorganised to suit the needs of the farmer.

REORGANISATION OF THE RURAL ELEMENTARY SCHOOL

The village elementary school will work in two patterns. The first one will prepare pupils of standards above the second for local agricultural operations. They will go with their parents, or others, to the farm in the mornings and get trained in practical agriculture and will be accompanied by the school staff. The Department of Agriculture will have good scope to co-operate with the elementary school in the new set up. Payment to the children individually or collectively for their good work on the farm need not be discouraged. The choice of farms and farmers could be made with care for this purpose keeping in view

the educational objective for a set of children. In the afternoons they will attend school to pick up functional literacy through agriculture. The syllabus will be recast and the teachers retrained for the purpose. The son of an artisan may likewise spend the morning in his hereditary occupation instead.

There will often be an open forum on the farm or at school when traditional and modern knowledge would be pooled together. Local men of experience and departmental experts would as often as possible participate in these live discussions attended by children and adults.

The second type of elementary school will be non-vocational and will fit children for higher studies. Although those of the first type will not be debarred from prosecuting higher studies the second type, as sections of the higher standards, will be there as an interim alternative to be gradually worked to extinction with popular support. Eventually, therefore, there will exist only one pattern of elementary school in a village educating children mostly through their hereditary occupation and leaving them fit for further studies at the end of the course should they choose to continue further.

Care should however be taken not to force such schools anywhere. First of all publicity should be given to the scheme in all villages and the new type of school then organised in places wherefrom an indubitable and agreed request for it is made and where it would work. An initial 'Go Slow' policy and bold experimentation would help perfecting this scheme in the first few years of its trial.

The following are some of the extra advantages of the scheme:—

(1) Compulsion has a better chance of rapid expansion and success in poor India. It would succeed bet-

ter in a village after this reform is introduced.

(2) The scheme, would make a welcome addition to variety in the field of elementary education.

(3) The open forums would at once make a good beginning for the school as a community centre and foster adult education.

(4) By a judicious choice of farms and farmers, extra expenditure on tools and plants could be practically eliminated.

(5) If hunger is at all to be banished from India "Grow-More-Food" must be the motto of our farmers: and maximum food production could be reached with co-operative farming. This scheme can straightway create in the children, the farmers of tomorrow, an ardent taste to be efficient and up-to-date co-operative farmers.

(6) This scheme is in line with Great Gandhiji's enunciation of education through craft.

Approved by all the State Governments.

EDUCATIONAL INDIA

Edited by

Prof. M. VENKATARANGAIYA, M.A.

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SELECTING PUPILS FOR SECONDARY SCHOOLS

V. S. VENKATANARAYANA, M.A., B.Ed.,
Headmaster, Municipal High School, Tirupathi.

The problem of selecting pupils for secondary schools is of great importance as on it depends the standard of efficiency of work of the schools concerned. At present a system of entrance examinations of different standards for different schools is in vogue. Pupils rejected in one secondary school go to another and manage to get admission into it. This is leading to the lowering of the standard of the classes concerned.

Pupils who study in the same school from the first form onwards to the final examination at the end of VI Form can be expected to have had complete schooling as contemplated by the curriculum for the secondary school stage. But as a result of the impact of pupils of defective attainment, who are admitted into the various classes from different schools of elementary grade or from what is called 'private study,' there is a general lowering of standard in the instruction given by teachers who have to adjust themselves to the circumstances and cater to the heterogeneous collection of pupils admitted as aforesaid.

In an article published in the *Hindu* of January 22, 1951, Mr. Harry Heap described the method of selecting pupils for secondary schools followed by the Blackpool Education Authority in England. It will be profitable for us to make a study of the system very graphically described by him in the article under reference. A synopsis of that article is presented here to draw a similar programme for our guidance in the matter of admissions and focus the attention of the department of education in our State on this point.

Before 1944, the future of a child in England was largely determined as a result of one examination at the age of eleven. If the child were to fail in it there was little or no chance of going into one of the professions. The Edu-

cation Act of 1944 had obviated this element of chance and ensured that every child in Britain received the best and right type of education possible according to the three A's: Age, Aptitude and Ability. Children were not selected merely for the vacant seats in the secondary schools. They were chosen for the type of Secondary school suited to them, according to their capabilities.

Three types of secondary schools exist now for the continuation of the Junior School which is analogous to our Higher Elementary School. The Secondary Grammar School leads the children to the Universities and Training Colleges for academic and professional careers. Next we have the Secondary Technical with a high academic standard and emphasis on practical subjects leading to training as civil engineers, architects, etc. This corresponds to the schools offering the bifurcated courses under the 1948 Reorganised Scheme of Secondary Education in our State. We have similar schools like P. T. Chengalraya Naicker's Institute. The third type is the Secondary Modern giving a good general education for those who have no special academic ability. The teaching in these schools has a practical basis without the academic background of the Secondary Technical Schools. They have their syllabi correlated with the activities of the people of the district in which they are situated. For example, schools in a predominantly agricultural area have an agricultural bias.

The system of selection for these schools as followed by the Blackpool Education Authority is this:—In Junior schools a record card is kept for every child and it contains the results of any tests taken during the period of the child's attendance at school. In November, the Head Teacher of the school has

to provide a list of children in the order of merit set out by him for presentation at a common entrance examination in the following January conducted by the Local Education Authority with an Examining Board consisting of the representatives of the Education Committee, the Heads of the Grammar and Technical Schools and some head teachers from the Junior Schools. He assesses their abilities according to Grades A, B, C, D and E. His assessment is called a Free Assessment. At a second assessment the grading of the candidates has to proceed according to a certain order. One-sixteenth are graded as A, one-quarter as B, three-eighths as C, one-fourth as D and one sixteenth as E. This is called a Tied Assessment. The head teacher also gives the character traits of his pupils.

The Education Office gets these lists and gives numerical equivalents to the grades A, B, C, D and E. In the first assessment A grade is given the mark 70 while in the second grade the mark is three times 70. The same rule is followed for B which has the value 61 in the I assessment and 183 in the II. C has the values 52 and 156, D 43 and 129 while E has the values 35 and 105 respectively for the I and II assessments.

In January the first examination is held. A standard intelligence test of 100 questions is tried on the children. The questions are of the new type requiring single or two-word-answers. The examination is objective. Conditions for a fair examination obtain. Children of the different schools are only known by numbers. The head teachers of the different schools supervise.

In marking the age of the child is taken into account. A fixed number of marks is added according to the age, the child of maximum age getting no extra marks. The final mark for this test is an age-adjusted intelligence quotient, the maximum being 140 and the minimum 70. Those who obtain less than 95 in this quotient are eliminated from the lists for the two types of secondary schools. If the performance of some children is found to have fallen

short of the requisite minimum, such names are included among those who have to take further tests which take the form of a Standardised English test and Arithmetic test. Both these are similar in style and content to the I test. The marks here also are age-adjusted to a maximum of 140 and a minimum of 70. Then comes the second Intelligence test different from the first.

An order of merit is established and the list is sent on to the Examining Board consisting of representatives of the Education Committee, the Heads of the Grammar and Technical Schools and some head teachers from the Junior Schools. From this list 75% of seats available are filled up. Borderline cases are to undergo a further examination papers being more subjective than the previous one. A few arithmetical problems, English essays and questions on Grammar and Precise Comprehension are included. Those who are not selected now are sent on to Secondary Modern schools.

The pupils of the first two schools are expected to continue beyond the age of fifteen while those of the third school leave at fifteen years. If the pupils in the latter schools show unexpected brilliance at the age of 13 they may be sent to the other schools as decided by a further examination.

The above system posits the following conditions:

- (1) Pupils are admitted in secondary schools only after a complete course in Junior schools.
- (2) They are admitted according to their age, aptitude and ability only in the starting classes.
- (3) There is a common admission test conducted by an Examining Board consisting of representatives of the Local Educational Authority, Heads of the three types of Secondary schools and some head-teachers of the Junior schools.
- (4) Both objective and subjective tests based on school records

with age-adjusted intelligence quotients play an important part in the matter of selection for different courses.

The system in vogue in our country does not satisfy the above conditions.

Pupils are admitted into the secondary schools in all the forms of the middle stage instead of at the starting class. There is no common examination for all the entrants except in District Board schools and the District Educational Authority has no hand in the matter as in the case of the Blackpool Education Authority except as post-mortem officials, boys manage to have free education upto the 7th standard of the Elementary section and to escape the ordeal of the E.S.L.C. Public Examination, sit for entrance examination for III Form in the Secondary schools and manage to get into that class. Apart from this category of students, boys from private study are admitted into the schools on the strength of an entrance examination conducted by those schools. The dates of the entrance examinations differ even in the same locality, so that those who are rejected in one school try to sit for the examination in another after the result is known in the first school. This sort of arrangement does no good to the candidates seeking admission into the schools as well as to the schools concerned. The present system has to be tolerated due to lack of educational facilities in various places where as a result pupils are forced to take to pial schools or ill-trained individuals for coaching. But some standard of efficiency can be secured if the admission made is only at the I Form stage or after passing the E.S.L.C. examination with English as optional. That shall be our guiding principle in the matter of admission of pupils into secondary schools. The Government must think over the matter and see that at least this is insisted in all schools. In that event in places where elementary schools exist along with secondary schools, neither of the schools will suffer in the matter of strength or efficiency. Those who are too poor to continue

their education after E.S.L.C. examination may stop away and eke out their livelihood while those who show brilliance and aptitude for secondary education may present themselves for the E.S.L.C. with English as optional and get themselves admitted into the IV Form.

As all Elementary Schools are likely to be converted into Basic schools, those passing out of these Basic schools may be offered a chance to join the bifurcated courses of the Secondary schools other than the academic courses. They must not on any account be allowed to migrate from the elementary education course to the secondary education course in the intermediate stages. Then each type of school can achieve its ideal and give complete education according to the syllabi prescribed. It is also desirable to have the selection of the candidates for admission into secondary schools made according to the three A's—age, aptitude and ability. A standard common examination has to be held for all entrants into I Form on the analogy of the British system. Since E.S.L.C. with English is held sufficient to secure admission into the secondary schools offering academic or bifurcated courses, E.S.L.C. without English may be deemed a sufficient qualification for pupils to undergo the technical courses of secondary schools. So there remains only one common entrance examination for admission in I Form and this can be managed by an Examining Board consisting of the District Educational Officer, the Inspectorate, the heads of secondary schools and representatives of the Elementary schools. Then we can hope for a uniform standard to obtain in all the schools. Seats shall be filled up according to demand and supply of the various localities where schools exist. The same method of noting boys by numbers and keeping the list in the Educational Office may be followed to advantage. If a trial is given to the procedure placed here for consideration, we can hope for better schools and better instruction.

A PROJECT ON THE MONSOON LANDS

S. MARIA JOSEPH.

Madras Christian College School.

(A study in the learning process carried out by students of Form IV, Section E of the Madras Christian College School, Chetpat.)

INTRODUCTION

The three accepted major elements that combine to form the Social Studies are information skills and social practices. Of these the first, information is normally drawn from books, magazines, periodicals, newspapers and illustrative materials. The text-book, however, provides the data in an organized form. But the teacher of Social Studies knows that a text-book, however good it might be, cannot be the only tool in the learning process. Here the school library comes to the rescue of the teacher by supplying him adequately with references.

The second major element is the acquirement of skills and attitudes and since one of the aims of social studies is to develop in individuals traits which help them to assume a responsible place in society, pupils must be afforded practice in attacking social problems under expert guidance. To attain this emphasis is placed on ability to discover and analyse a problem, gather and evaluate the data necessary to offer a solution.

The third major element consists of a number of aspects which combine actual experience with guided learning.

The project herein described illustrates the first and third elements stated above. Throughout the project the teacher considered pupils' learning as the focal point rather than the subject content as John Dewey's oft-quoted precept "We learn by doing" illustrates not only a psychological truth but also a criticism of the traditional class room procedure.

This is the first of a series programmed for this year.

OBJECTIVES

1. To train pupils to 'look and learn' by the method of directed study and provide opportunities for learning by doing.
2. To obtain knowledge and skill by making use of references from the school library and thus provide opportunities for extensive reading.
3. To develop skills in pupils.
4. To train pupils in co-operative work.

WORKING OF THE PROJECT

At the outset the class of forty-four pupils was divided into Groups A, B, C, D, E, F, G & H. For each group a secretary was appointed to co-ordinate the work of the members of the group. A plan of study of the Monsoon Lands was given to each pupil and the following group activities were assigned to each group.

Unlike the project on the United States of America conducted last year an account of which appeared in the 'New Education' and 'South Indian Teacher' the groups were not like water-tight compartments.

Even in the choice of group activity freedom was given to select the activity which the pupils liked best. Besides the pupils were permitted to opt to other groups during a particular activity.

Thus rigidity was avoided while retaining the group system, an improvement over last year's method of grouping.

The group activities themselves were preceded by a study of the region by

all the groups not merely from the text-book but from a number of books provided from the school library.

During the study each pupil had an opportunity to consult not one but at least four different books. Besides the school library supplied each pupil with an atlas for ready reference.

After a preliminary study the groups reformed themselves for carrying out the following activities.

1. Model of a village in the monsoon region.
2. Map of the monsoon lands.
3. Collection in small bottles of agricultural products.

4. Map, locating the regions where such products grow.
5. Collection of pictures of animals and birds in the region.
6. Types of people.
7. A study of the climate of the region illustrated by a map showing rainfall conditions and course of the monsoon winds.

One might be tempted to ask what part the teacher played throughout the duration of the project. The teacher no longer played the traditional role of the pedagogue, but acted as a guide and moved from group to group offering suggestions and explanations and helping to co-ordinate the work of members of the different groups.

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K. SATYANARAYANAMURTHI,

Headmaster, Board High School, Nagari.

Many experienced teachers feel, "without marks how can we make the boys get along with citizenship activity?" It is also true the other way too. It is difficult to make the teacher also get interested in any work in which he cannot use his red pencil. This is a question on which in the words of Sir Roger de Coverley much can be said on both sides. But there is much to favour the argument that boys do a work with greater interest, if it carries the mark value.

But if we award any mark for citizenship as a separate subject, it may sound rather unfair. All teachers in a school are not trained in Citizenship to do it, and facilities vary so much from place to place that a uniform standard of marking the individual progress of a child cannot be easily arrived at. As a remedy for this I suggest the following method.

The different activities suggested in the tabular form issued by the Government are about 14. There are a few proficiency badges. Making suitable additions and subtractions to suit the peculiar difficulties of the locality and of the girl pupils, the total number of items can be brought up to 25. If each item is evaluated at 4, the total comes to 100. One-tenth of this mark may be put in the last column "the headmaster's remarks" and it may be called the Efficiency Quotient. If the pupil gets 40/100 his E.Q. is 4, if he gets 50/100 his E.Q. is 5 and so on. In the case of a fraction the benefit of doubt can be given to the "accused."

This number is noted in the consolidated marks register at the end of the year. Now suppose the E.Q. of a pupil is 6. At the time of promotion if the pupil is lacking in 2 marks in English, 1 mark in Telugu and 3 marks in Maths, the child may be promoted. This reduces itself to this general rule. The aggregate deficiency of a child in all subjects put together should not exceed the Efficiency Quotient.

The question then arises as to how to arrive at the Efficiency Quotient of V Form pupils who have no citizenship as per the departmental syllabus. A large number of examiners are needed for examining the pupils of all classes of the school. The V Form pupils' services may be indented upon and marks awarded accordingly.

This makes the children respond favourably to raise the tone of the institution.

Also along with the different items in the individual progress sheet, discipline or any such item may be added. If a boy is found guilty of misbehaviour by a class council, or is found attempting to copy, one mark may be subtracted from this item and a red entry made in the individual progress sheet. This makes the children obey law and maintain order. And also a child whose books or pens are often lost and recovered by the other children, loses some marks, as such a quality lowers the efficiency of work of the child.

I submit this view of mine to the educationists for review and acceptance.

THE FASHIONABLE STUDENT

(The number of students who belong to the special type described in this essay may not be large but even one for every section is enough to spoil the rest.)

To start from the exterior, the fashionable student (particularly in higher forms) is moderately tall, wears neatly ironed trousers and a bush coat (the fashion of the day), puts on belted boots and a wrist watch. He maintains a luxuriously long crop, finely trimmed, and combed to the back, or parted either to the left, right or in the middle. He completes his toilette with cosmetics and perfumery and paints his nails. He keeps a mobile toilette set consisting of a mirror, comb, etc., in one pocket and invariably a cigarette packet in the other, the brand of the smoke depending on the availability of funds and his resources at home. He seldom misses any film and he is conversant with the latest tunes of the films, more especially the Hindi ones. Putting on glasses has not yet become so common, but it is no exception.

The only book the present-day student brings to the class is an exercise book folded vertically into two, and more often horizontally too to fit into his trouser pocket. To do him justice, all this get up gives a fine appearance for a promising bridegroom out in the matrimonial market. He appears like an officer to any outsider, and for the attention he bestows on his dress and personal cleanliness he deserves to be commended.

But what are his intellectual attainments and how does he stand in the class? To put it mathematically his attainments and his get up are in the inverse proportion. He does not possess the required standard to study the particular class he actually studies. Consequently what is being taught in the class is Greek and Latin to him. So

he seldom remains in the classes. Even when he chooses to do so, he disturbs others and proves a nuisance in the class, or engages himself by reading a cine magazine or novel. What is worse, he comes late to the class, and frequently goes out even during the course of his short stay, once or twice to greet fellow-comrades, and at least once in search of the postman. Very often he leaves the class before time. The teacher learns by trial that it is of no use wasting time over him to mend him, because he full well knows that it only means beginning at the wrong end. To mend such type of students, the parents are the proper people and the home is the proper beginning.

But then, the question that baffles the teaching profession at this stage is why can you not mend the erring students and those who go astray? The answer is simple. The parents of such students do not, whatever be the reasons, take proper care at home to set them right. On the other hand they shift that responsibility on to the teacher and feel satisfied that they are rid of a very heavy responsibility. For a student who can successfully defy or give a slip to his parents, the teacher is an easy walk-over. Such students set up bad examples in the class. Sometimes some pupils are tempted to resort to mischief occasionally. And when the teacher tries to check them, they confound him by asking why they should be punished for occasional default or mischief when regular mischief-mongers and defaulters have been let off. The higher the class, the more difficult it is to deal with such cases.

We now come to the next question namely, who is responsible for this regrettable state of affairs. A careful analysis of the causes that are responsible for this shows us, that primarily,

the student is far over-aged for the class he studies, and far too below the standard. He does not know even the fundamentals. It is, no wonder to say that some of the aged students reading in higher forms failed to show East in broad day light. To add to their overage and lack of foundation or knowledge on fundamentals, the students are supremely careless. With indulgent parents who cannot control them, but who at the same time finance their demands, the students (we have to still call them as such) pay rather more attention to the pressing urges of their growing age, and interest themselves with more the films and radio.

Even one such student for each section is enough to spoil the rest. So what we teachers appeal to the parents is that they should take proper care, check their sons, and mend their ways. They should contact the concerned teachers in the school, and find out from time to time how their boys are progressing. Indulgence, indifference, inability to shoulder the responsibility, on the part of the parents, all these are suicidal and indubitably contribute to the ruin of the education of their sons. So, we request the parents to face the problem in right earnest and help us to serve the cause of education.

THE SOUTH INDIA TEACHERS' UNION

Diary for the month of January 1952

- 9—12. The Union took part in the Fourth Annual Madras State Educational Exhibition.
18. Balar Kalvi—December 1951—published.
19. The South Indian Teacher—December 1951—published.
20. Educational Organisation and Teacher Education Section Ad. Hoc. Committee meeting.
22. Madras Members of the Working Committee met and scrutinised the ballot papers of the Election of President.
24. Result of Election of President communicated to the Members of the Working Committee.
25. Proceedings of the Vellore meeting of the Executive Board sent to all the members.

THE XXVI ALL-INDIA EDUCATIONAL CONFERENCE, BOMBAY

PROF. K. NARAYANAN,

Dr. A. C. Training College, Karaikudi.

A. THE OPENING SESSION.

The 26th session of the All-India Educational Conference was held in the St. Xavier's College, Bombay, the City Beautiful, from the 23rd to the 26th October, 1951, under the distinguished presidency of Acharya Narendra Deva, then Vice-Chancellor, Lucknow University, now Vice-Chancellor, Hindu University, Benares. The college quadrangular was packed to capacity and over 2,500 delegates from the Cape Comorin to the Himalayas and from Amritsar to Gauhati attended the Conference.

In the Welcome Address Sri S. K. Patil, Mayor of Bombay, paid his homage to the Unknown Teacher, king of himself and servant of mankind. He rightly stressed that education should not be divorced from the basic needs of the country and all adult illiteracy should be liquidated to make the working of democracy successful.

Sri B. G. Kher, Chief Minister of Bombay, declared the Conference open. In his view, India must work out her educational system with roots in her own soil and ancient culture. He appealed to the Conference to dive deep into the depths of the problems of Teacher Education, the place of English and Rural Education and offer suggestions.

Acharya Narendra Deva then delivered the Presidential Address. The New Education must produce good citizens with a strong civic sense and high social aims to promote national and international understanding and peace. A broad based culture and general education should form the background of all specialised education. The medium of instruction at the university stage should be the national language, or at any rate a common language to build

national unity. Teachers' Associations should certainly concern themselves with matters like salaries and security of tenure; but at the same time they should discuss problems of education and thus raise the standard of the teaching profession.

B. THE SECTIONAL CONFERENCES

As many as nineteen sectional conferences were held covering at once every aspect and of every problem of education. In general the relevant portions of the Planning Committee Report adopted last year at Hyderabad formed the subject of discussion.

A word about two or three sectional conferences :

Presiding over the Secondary Education section, our beloved President, Sri S. Natarajan, delivered an illuminating extempore address of outstanding merit. Secondary Education should supply the basic tools of knowledge and build up the character of the pupils. He was against rationalising secondary education as that would make for regimentation. Our Secretary, Sri T. P. Srinivasavaradan, is the Federation Secretary of this section.

Presiding over the New Education Fellowship section, Mr. K. G. Saiyidain, Joint Educational Adviser to the Government of India, said that the Fellowship was the spearhead of all progressive education movements throughout the world.

In the Teacher Training section, of which our President is the Federation Secretary, there was a symposium on the need for training post-basic and post-graduate teachers.

C. EXHIBITION AND ADULT EDUCATION CONFERENCE

As usual the All-India Adult Education Conference was held in the same

premises. The Exhibition was opened by Dr. Amarnath Jha, the President of the Federation.

The Khattry Memorial Lectures were delivered by Mr. K. G. Saiyidain and Prof. A. N. Basu of Delhi.

D. SPECIAL FEATURES

One unique feature of this session was the Civic Reception given to the Delegates at the Sir Phirozeshah Mehta Gardens, one of the beauty spots of Bombay.

The two public debates, one on 'The Place of English in the future set-up' and the other was 'University Teachers and Training' formed the highlights of the Conference. It was recognised that English being the language of knowledge, of culture and of the U.N.O., should occupy an important place in the new set-up and that University Teachers need to be trained.

A United Nations' Day was organised by the Conference. Dr. Jha appealed to the teachers of the world to teach the pupils to live in peace and act for peace to establish peace and universal brotherhood in the war threatened world.

E. GENERAL SESSIONS

At the General Sessions there was an interesting symposia on 'The National Planning Commission's Report' adopted at the Hyderabad Conference.

The following resolutions were passed:—

1. Resolved that the principles underlying the Teachers' Charter as also the Children's be generally approved and a Committee consisting of ten educationists be authorised to go through the whole question and suggest improvements.

2. This Conference urges upon the Governments of the States the acceptance at least of the recommendations of the Central Pay Commission. It also urges upon Government to revise the grant-in-aid code and pay the differ-

ence between the teachers' salary bill and the tuition fee income at standard rates.

3. This Conference recommends that an independent Tribunal should be appointed by Government to hear appeals from teachers whose services have been dispensed with on insufficient grounds and the decision of this tribunal should be made binding on the management as well as the teacher.

4. This Conference suggests the formation of parent-teacher associations and organisation of centres for adult education, general health education and recreative and social activities on school premises.

5. This Conference recommends that all educational institutions be helped by the Government to conform to the general regulations regarding accommodation, furniture, equipment and teaching staff.

6. This Conference recommends that local education authorities & managing bodies of recognised schools and colleges be advised to organise continuation classes and libraries for the further education of pupils who for economic and other reasons have to give up their school and college studies before completing them.

F. CONCLUDING SESSION

In his concluding address Acharya Narendra Deva appealed to the teachers to take a living interest in children and thus contribute their share for building up a New Prosperous India.

Thanks to the organising talent of the Federation Secretary, Sri M. S. Kotiswaran, and the President of the Federation, Dr. Jha, and thanks to the very nice arrangements made by the Reception Committee, the Conference was a grand success.

May I appeal to the teachers of South India to attend in large numbers the next session which will be held in December 1952 at Nagpur and thus strengthen the Federation?

FROM CURRENT PERIODICALS

A DIGEST PREPARED BY SRI S. MARIA JOSEPH, B.A., L.T.

('Class Control', The Schoolmaster and Women Teachers' Chronicle, October 25, 1951.)

The following points are worth consideration:—

One of the biggest problems facing the young teacher is that of securing and maintaining a firm and sensible discipline in the class room.

Broadly speaking, the aim of the teacher should be to produce an environment where courtesy, good manners, fair treatment, friendliness and the habit of assiduous, conscientious work may flourish.

The best possible advice is to keep the youngsters busy.

Nothing gives a lesson such a bad start as lengthy period of getting under way—looking for lost books, replacing crossed nibs, sharpening pencils and matters of this kind.

"Is talking in class" such a bad thing? Of course, talking is not a bad thing in itself. Let it, however, fit into the same ordered pattern of control as other educational devices.

Don't be hesitant in insisting on quiet lessons when the youngsters are busy with pen or book.

It is never too early to make the point perfectly clear that the teacher expects silence when he is talking to the class.

A just and well-deserved penalty imposed on a child by his own teacher will raise the level of his class discipline and his own prestige far more effectively than one administered by the Head on the teacher's behalf (under certain circumstances only).

Avoid trying at all times to place yourself on the level of your children.

Let rules be as few as possible and clearly understood by all.

There is no royal road to discipline, and every teacher must largely work out his own methods for himself.

"Let's Abolish Report Cards" from the Education Digest of October, 1951.

Report Cards are supported by the narrow-minded attitude of one prominent group of Americans—parents'. For generations parents have wielded report cards as weapons for bribing their children and as instruments for their punishment.

Since a report card pits students against each other, it assumes that all children are alike and are striving for the same goals. In most cases parents refuse to tolerate the inborn differences in their own children.

The percentage system of marking has been found to be inaccurate. It is still defended because it is a familiar part of childhood experience of those advocates. Some are still of opinion that report cards are like life-good marks mean success, bad marks failures. But is it realistic?

What is the remedy then? If report cards were eliminated, how would parents know whether children were doing their work? They would ask the teacher. The key to successful schooling is parent-teacher teamwork. This is one of the vital ingredients of the progress report cards in the elementary schools of enlightened communities.

The progress report considers each child as a separate individual, describing his work in terms of his own capacity, not as a comparison with his classmates. This is a humane friendly note analysing the child as both a student and a person. It also describes the youngster's personality and character development, his work and health habits and his attitudes towards his schoolmates.

Considering a slow learner a report card would extend him to his limit and convince him that he is a lost cause. But a progress report, measuring his work against his capacity, would reward his effort.

Report cards are cruel, harmful relics, but parents who recognise their danger can boot them back to the Middle Ages, where they belong.

NEWS & NOTES

EGYPTIAN BACKGROUND

(Adapted from James Bredin's article in the *Schoolmaster*, dated 1-11-'51.)

This is the first of a series of occasional articles on current affairs providing a bird's eye-view of the essential background information for teachers who may not have time to study much more than their morning newspapers.

Egypt has become the focal point in international affairs since the crisis in the Persian Oil Dispute was temporarily tided over.

Britain's Relations with Egypt—

Britain's control over Egypt could be traced from 1882 to 1936. A treaty was signed in 1936 which confirmed Britain's right to maintain troops in the Canal Zone until the Egyptian army was capable of taking over the responsibility of defending it. Control of defence of the Suez Canal is important due to four reasons :—(1) The Suez Canal is the only bridge between Asia and Africa ; (2) It is shortest sea connection between Europe and the Far East ; (3) It is the shortest sea route to the oil fields of the Middle East ; and (4) Naval operations can be carried from Egypt in the Mediterranean, the Red Sea and the Indian Ocean.

The 1936 treaty, however, provided for revision after ten years if both sides agreed and for discussion of revision after twenty years in any case. In 1946 negotiations for the withdrawal of Britain's forces from Egypt broke down over the question of Sudan.

The Problem of Sudan—

The people of North Sudan are Muslim Arabs and the Southerners are Pagan African Negroes. In 1899 Sudan came under the joint control of Egypt and Britain. A Governor-General chosen by Great Britain and appointed by the King of Egypt was to be responsible for the good government of Sudan. There are now two political parties, the Ashiga favouring

union with Egypt and the Umma wanting complete independence.

Egypt is interested in Sudan because the headwaters of the Nile are in Sudanese territory and the Nile waters are the life-blood of Egypt. Britain regards the Sudan question as one to be decided by the Sudanese themselves and not either by the British or the Egyptians:

The problem therefore, involves the growth of nationalism in the Middle East and the defence of the West in the cold war.

In the present crisis the two problems that of the defence of the Suez Canal Zone and the future of Sudan have been taken together by Egypt. The condominium, i.e., the joint control of Sudan by Egypt and Britain is still in force because it cannot be done away with by one power alone.

The View-points—

The British argument is that in the cold war the Middle East has become a key point in international affairs and there is a proposal to set up a Middle East command comprising, Britain, United States, France, Turkey and Egypt. Egypt, however, turned down the proposal and insists on the immediate withdrawal of all British forces from the Canal Zone.

CORONET FILM RELEASE CHICAGO

How to Read a Newspaper.
How to Say No (Moral Maturity).
Mechanical Aptitudes.
What It's All About.
Your Plans.
Service and Citizenship.
Starting Now.
Getting Ready Physically.
Getting Ready Emotionally.
Getting Ready Morally.

THE PROVINCIAL SECONDARY GRADE TEACHERS' UNION, MADRAS CENTRE.

A meeting of the Executive of the above Union was held on 16—12—1951 at the P. S. High School, Mylapore, Sri. G. Srinivasachari presiding.

It was resolved to submit to the Government a Memorandum and Resolutions for their immediate consideration and favourable orders. These relate to the grievances as regards pay scales and their rights.

AMBASAMUDRAM

The Half-yearly Conference of the Ambasamudram Taluk Aided Elementary Teachers' Union was held on the 15th December in the Lakshimipathi Higher Ele. School at Kallidaikurichi. Sri R. Chandrasekara Iyer, President of the Union presided. There was a discussion on "The problems of Ele. School Teachers," led by Sri H. Venkatarama Iyer.

Resolutions were passed requesting the Government—

1. to pay the November teaching grant in January;
2. to raise the dearness allowance of those teachers who receive Rs. 40 and Rs. 41 as teaching grants to Rs. 21 and Rs. 22;
3. to accept the pay scales recommended by the S.I.T.U. and fix Rs. 50 as the minimum for an elementary school teacher;
4. to treat the Sec. Grade teachers working in elementary schools and secondary schools alike in respect of pay and allowances.

5. to sanction separate allowances for Headmasters in aided Ele. Schools; and
6. to remove the ban forbidding Ele. School teachers from contesting in Local Board elections.

It was resolved to request the S.I.T.U., the Tirunelveli District Teachers' Guild and the voters of the Teachers' Constituency to support the candidature of Sri E. H. Parameswaran who is standing as a candidate to the Madras Council.

The Working Committee of the Union was authorised to convene a special meeting of the Managers of Aided Ele. Schools to represent to the Government their grievances about the recent orders about the recovery of the maintenance grant paid for last year.

The Secretary Sri S. R. Narayana Rao proposed the vote of thanks.

TANJORE

A separate association in the name of "Tanjore Dt. Arts and Crafts Masters' Association" has been formed at Tanjore.

The following were elected as office-bearers for the year 1952-53:

President—

Sri P. Periaswamy,
St. Antony's High School, Tanjore.

Vice-President—

Sri S. Krishnamoorthy,
K. H. School, Tanjore.

Secretary and Treasurer—

Sri S. Pichaiyan,
V. H. School, Tanjore.

THE SOUTH INDIA TEACHERS' UNION

ELECTIONS TO THE LEGISLATIVE COUNCIL FROM THE TEACHERS' CONSTITUENCY

AN APPEAL

Sir,

In a few days the Returning Officer concerned will publish the valid nominations for the two teachers' constituencies of this State. The Executive Board of the S. I. T. U. considered the question of Teachers' representation in the Council. This is a unique privilege given to the teachers of India. They have a great responsibility in electing their representatives. The Executive Board has resolved (1) that teachers should be free to seek election from this constituency and (2) that members should be requested to exercise their highest preference in favour of teachers taking into account their membership and loyalty to the Union and their capacity to serve the profession.

The voting is on the single transferable vote system and voters are required to mark the candidates in the order of their preference. It is necessary that every voter should mark his preferences fully. It is no good marking first preferences only and stopping there. That will defeat the purpose of this system of voting which is designed to ensure proper representation. Teachers are therefore requested to mark all the preferences. Teachers from the North Madras Constituency will be returning two representatives while those from the South Madras Constituency will be returning four representatives.

It is likely that teachers may be subject to several influences. Teachers in this State have to secure every available means of presenting their case to the people and of helping in the progress of Education. Teachers of South India have always shown commendable professional spirit and there is no reason to fear that they would permit themselves to be influenced by extraneous considerations in this election. Teachers should bear in mind their obligation and vote for those candidates who are members of the Union of proved loyalty and who have shown proof of their capacity to serve the profession.

Yours faithfully,

For The South India Teachers' Union

S. NATARAJAN,

President.

Madras 5, }
5th February, 1952. }

FROM OUR ASSOCIATIONS

MADRAS.

At a meeting of the Madras Teachers' Guild Council held on 18th January in E. L. M. F. High School, Purasawalkam, with Sri P. Doraiannoo Mudaliar, the President of the Guild, in the chair, the following resolutions were unanimously passed :—

1. This meeting of the Madras Teachers' Guild Council requests the Government to grant house rent allowance for teachers employed in the Madras City Aided Institutions at Government rates.

2. This meeting of the Madras Teachers' Guild requests the Government to adopt in each cadre of teachers an uniform scale of salary in all schools and put that as a condition of recognition of schools.

3. This meeting of the Madras Teachers' Guild requests the Government to direct the managements while making appointments to take the past services of a teacher into account for fixing his salary, though not for seniority.

4. This meeting of the Madras Teachers' Guild requests the Government to direct managements of aided institutions to have 2 elected representatives of the staff in addition to the Headmaster in the managing body of the institution.

5. This meeting of the Madras Teachers' Guild requests the Director of Public Instruction to insist on schools having a staff council as per Madras Educational Rules.

6. This meeting of the Madras Teachers' Guild requests the Director of Public Instruction to constitute committees for various subjects on the analogy of Board of Studies to advise the Secondary Education Board in

matters relating to syllabus, text-books, examinations, etc.

7. This meeting of the Madras Teachers' Guild requests the Government to direct managements of aided institutions giving the higher special scale of salary to the Headmasters, to revise the scale of salary of assistants as follows :

(a) That in institutions where the maximum allowed for the Headmaster is Rs. 400 the L.Ts., and teachers with qualifications prescribed for teaching in High Schools, be given Rs. 150—10—350 and the Secondary Grade Teachers be given Rs. 100—5—200.

(b) That in institutions where the maximum allowed for the Headmasters is more than Rs. 300 but less than Rs. 400, the L.Ts., and teachers with qualification prescribed for teaching in High Schools be given Rs. 100—10—300 and the Secondary Grade Teachers be given Rs. 80—5—180.

8. (a) This meeting of the Madras Teachers' Guild Council requests the Government to fix the age of retirement of Headmasters and teachers in aided institutions to 60 years.

(b) If the Government has any difficulty in raising the age of retirement immediately, this meeting of the Guild Council requests the Government to alter para. 2 of the G.O. No. 2631 Education, dated 3rd October, 1951 (in the spirit of para. 1 of the same order), so that Headmasters and Assistants holding special posts may be re-employed in aided institutions only as assistants in order that the promotion of deserving assistant masters may not be blocked.

KURNOOL DT. TEACHERS' GUILD HOUSE

A small portion of the Guild House is now complete. The house is located by the side of the Municipal High School Students' Home, Kurnool and is on the main Bus Traffic Road. All teachers irrespective of the membership in the Guild can conveniently lodge themselves in the Guild House whenever they go to Kurnool. The rest of the building will be completed as soon as the required iron material is received when a formal opening ceremony will be held.

MANGALORE

The annual meeting of the South Kanara District Teachers' Guild was

held in the Padua High School, Mangalore, on Sunday the 27th January, 1952. The following office-bearers were elected for the year 1952 :

President—

Rev. Fr. W. F. Sequeira, S.J.,
Headmaster, St. Aloysius College
High School, Mangalore.

General Secretary—

Sri U. Srinivasa Kini,
Canara High School, Mangalore.

Representatives on the Executive Board of the S. I. T. U.—

1. Sri U. Srinivasa Kini.
 2. Sri S. Mukunda Rao.
- (Both from Canara High School, Mangalore.)

ADVERTISEMENT

G. KRISHNAMURTHY.

Joint Secretary

SOUTH INDIA TEACHERS' UNION

CONTESTS

**THE ELECTIONS
TO THE LEGISLATIVE COUNCIL
FROM THE
TEACHERS' CONSTITUENCY**

Every First Vote to G. KRISHNAMURTHY is sure to take the Teacher a step forward in his **Status and Emoluments.**



Mr. G. KRISHNAMURTHY

ELECTION TO THE MADRAS LEGISLATIVE COUNCIL GRADUATES' CONSTITUENCY

Telephone : 85238

R. SURYANARAYANA RAO, B.A., M.L.C.

' Mascot Villa '
20, Edward Elliot Road,
Mylapore. Madras-4.

AN APPEAL

Friends,

In a few days the voters in the Graduates' Constituency (Madras South) will be called upon to elect four representatives to the Madras Legislative Council according to the system of proportional representation by means of the single transferable vote. I have already announced my candidature and have approached some of you either by letter or through friends. Much as I would wish to contact every individual voter personally, it may not be possible to do so owing to the extensive nature of the Constituency, with voters residing all over the area. Therefore, I crave your indulgence for my seeming indifference and seek your forgiveness.

It is needless for me to recount my humble services in the Legislature during the period I have been privileged to be even a nominated member. I have availed of every opportunity to promote the interests of the common man without fear or favour. I have not also hesitated to give free and frank expression to my views and plead for fairplay and justice. I have consistently striven to improve the status and emoluments of those engaged in various vocations, especially of Public Servants, more particularly those in the lower ranks and the members of the teaching profession, irrespective of the agency under which they are working. Now I seek your suffrage to continue my work in an elected capacity. May I, therefore, earnestly seek your support and request you to exercise as high a preference as possible, preferably the first preference, in my favour and send your ballot paper to the Returning Officer after observing the formalities prescribed.

Thank you.

Always in your Service,
R. SURYANARAYANA RAO.

THE SOUTH INDIA 'TEACHERS' UNION

EXECUTIVE BOARD

In accordance with the suggestion of the Executive Board at its last meeting, a meeting of the Executive Board of the South India Teachers' Union was held at 12 noon on Saturday, the 24th November, 1951 in the Devasthanam High School, Vellore, with Sri S. Natarajan, President of the Union, in the chair.

Members present :

Messrs. E. N. Subrahmaniam (Vice-President), G. Krishnamurthy (Joint Secretary), S. S. Narayanaswamy (Ramnad), V. B. Murthy (Madras), K. Narayanan (Karaikudi), Sugirtharaj Joseph (Tirunelveli), P. R. Swaminathan (South Arcot), R. Bhuvarahan (Tiruchirapalli), P. Ramiah Chowdhury (Chittoor), L. Mariapragasam (Madras), R. Vaidyanathan (Madras), S. Kunjithapatham (Tanjore), R. Mahadevan (Tanjore), D. J. Arulanandam (Chingleput), C. Ranganatha Aiyengar (Journal Secretary), G. Srinivasachari (Madras by invitation), J. G. Clement (Trichy), G. V. Ramana Rao (North Arcot), C. A. Samuel (North Arcot), S. Swaminathan (Treasurer), K. S. Swaminathan (Vice-President), and T. P. Srinivasavaradan (Secretary).

At the request of the President, the members introduced themselves to each other.

Then, Sri K. Doraiswamy Iyengar, President of the North Arcot District Teachers' Guild, in welcoming the members said that that was the first time that the Union was holding its Executive Board meeting in a place outside the headquarters. He felt proud that Vellore was fixed as the venue for the meeting.

The President welcomed the members. He thanked the President of the North Arcot District Teachers' Guild for the hospitality extended to the members of the Board by the Guild.

Letters from the following members expressing inability to attend the meeting were received :—

1. Sri U. Srinivasa Kini (South Kanara).
2. „ K. Karunakaran (Malabar).
3. „ Y. Srinivasan (Coimbatore).
4. „ S. E. Selvam (Malabar).
5. „ Rayasam Someswara Rao (Vizianagaram).

The minutes of the last meeting were taken as read, as copies of the minutes were already circulated to the members.

Mr. R. Vaidyanathan (Madras) asked questions with regard to (1) the Additional Journal Secretary not being found in the rules of the Union, (2) the election of a member to the Working Committee and (3) S.I.T.U. Publications, Ltd.

It was explained (1) that the post of the Additional Journal Secretary was temporary and the Additional Journal Secretary attended the meetings by invitation, (2) that any interim vacancy in the Working Committee would be filled up by the Executive Board at its meeting held subsequent to the date of the vacancy. (3) With regard to S.I.T.U. Publications the President explained that for many years past the Union had been trying to have a press of its own, but since there were a number of difficulties, it sponsored the formation of a publications company registered under the Indian Companies Act. The Executive Board approved of such a formation. The present publication company is an autonomous body and the S.I.T.U. is only a shareholder.

Then the Secretary made a statement regarding the work of the Union since the last meeting of the Executive Board:

1. Amendment to the Teachers' Provident Fund Rules—Permission granted for withdrawal of advance to the first premium to life insurance policy.

2. Government sent draft rules for the formation of District Elementary School Teachers' Unions—Opinion of the District Guilds was asked for and a suitable reply was sent.

3. The President along with the Secretary interviewed the Chief Minister and the Education Minister regarding the salary problems of Secondary Grade Teachers and Physical Education Teachers and with regard to the membership to the Union.

4. Orders have been received permitting teachers of local bodies and government to become office-bearers of the Union and of the District Teachers' Guilds with the sanction of the concerned authorities.

5. Conference of the Presidents and the Secretaries of the District Teachers' Guilds was held—Recommendations of scales of salaries for different grades of teachers were forwarded to Government.

6. Representation was made to the Director of Public Instruction to treat the absence of teachers in attending the All-India Educational Conference as on other duty and it was approved. (T.A., etc. not approved for grant purposes.)

7. S. I. T. U. Publications, Ltd. has been registered under the Indian Companies Act. Shares have been collected to commence business. Allotments have been made.

8. The 21st South Indian Education Week was observed throughout the State from 10th to 16th September, 1951. In Madras the Week was inaugurated by Dr. A. L. Mudaliar and presided over by the Hon'ble Sri K. Madhava Menon.

9. Tea was given to Sri T. P. Santhanakrishna Naidu, Deputy Director of Public Instruction, on his return from America.

10. The Department has called for the Reports of the Union and the District Teachers' Guilds for the year 1950-51 for incorporation in the Annual Report of the Department for that year.

11. Information has been received from the Department that the Depart-

ment will hold as usual, the Annual Educational Exhibition in the Teachers' College, Saidapet, in January 1952.

12. Government have issued orders permitting re-employment of superannuated teachers up to the age of 60.

There was some discussion with regard to the age of retirement of superannuated teachers and headmasters. The Secretary pointed out that the Government had since liberalised the rules and if a distinction were to be made between a headmaster and an assistant in the matter of extension of service, it will lead to a number of anomalies. The majority of the members were not for any distinction being made.

Election of one member to the Working Committee :

There were three nominations and after a ballot, Sri D. J. Arulanandam was declared elected.

Nominations for the Presidentship of the 42nd Madras State Educational Conference :

The following six names were recommended for the election of the President :—

1. Sri S. Balakrishna Joshi.
2. „ I. N. Menon.
3. „ N. Raghunatha Iyer.
4. „ V. R. Ranganatha Mudaliar.
5. Srimathi Rukmani Devi.
6. Sri R. K. Shanmukham Chettiar.

The following topics were suggested for discussion at the ensuing State Educational Conference :—

1. Education in the Five-Year Plan.
2. Discipline in our schools.
3. Position of Language Teaching.

The four sections were allowed to continue with an addition of Teacher Education.

Regarding Ad Hoc Committees, the President, the Secretary and the members of the Executive Board in Madras were asked to appoint the Committees.

Election of Representatives to the Council of the All-India Federation of Educational Associations :

The following five persons were elected :—

1. Sri C. Ranganatha Aiyengar.
2. „ K. Narayanan.
3. „ E. N. Subramaniam.
4. „ T. P. Sripivasavaradan.
5. „ M. P. H. Albert (Tiruchy).

Teachers' Constituency—Recommendations of the S.I.T.U. Election Committee :

There was discussion with regard to the S.I.T.U. setting up candidates. In the end it was resolved to accept the recommendations of the Ad Hoc Committee. The Working Committee was authorised to take such steps as may be found necessary for ensuring effective representation for the Union.

It was further resolved that :—

- (1) This meeting of the Executive Board of the S.I.T.U. requests the political parties not to set up candidates on party labels to the Teachers' Constituency ; and
- (2) The Board from its experience in the past is of the emphatic view that using students in schools and colleges for election propaganda and election work will seriously affect the discipline in our institutions and very adversely affect the progress in studies of the students. It therefore calls upon all political parties not to enrol students as volunteers for election purposes. It appeals to the school authorities and managements and teachers not to allow their students to be so used by candidates for election.

The Board then authorised the President to draw up an " Election Pledge " to be obtained from the political parties in respect of education.

Report on the work of the S.I.T.U. and the District Guilds :

It was agreed that the President may prepare the Report and send it to the Department for incorporation in their Annual Report.

S.I.T.U. Publications, Ltd. :

The Board approved of the action of the President nominating himself, the Secretary and the Treasurer as interim Directors of the Company.

The Secretary reported that in accordance with the decision of the Executive Board at its last meeting, the Union had taken five A-class shares and the South Indian Teacher two A-class shares.

The Government Order on the recommendations of the Conference of the Presidents and the Secretaries of District Teachers' Guilds was read out to the members. After some discussion the following resolutions were passed :

1. The Executive Board views with grave concern the reply of the Government regretting their inability in the present state of financial stringency, to give effect to the modest recommendations in respect of salary scales for teachers made by the Conference of the Presidents and the Secretaries of District Teachers' Guilds. It further notes with alarm the situation in respect of teacher supply that has arisen compelling the Ministry of Education to decide upon an embargo in the starting of new secondary schools. It desires to make known that the staffing of elementary schools is no better and that the present situation in regard to teacher supply is the result of the unwillingness of the Government to face courageously the problems of teachers' salaries. Qualified teachers in service are not only groaning under heavy economic strain in view of their inadequate emoluments and the high cost of living but that a deep sense of frustration is creeping into the ranks creating a situation at once hampering progress of education and endangering the right education of children.

2. The Executive Board of the S.I.T.U. feels that the time is coming when it may have to declare its inability to maintain the right morale of the teaching profession in this State. It therefore appeals to His Excellency the Governor of the State to appoint forthwith a Commission of Enquiry into the salaries and service conditions of teachers in this State and to direct the Government to give effect to its recommendations. The meeting authorises the President to convey the above request to His Excellency the Governor and to apprise His Excellency of the urgency of the problem.

3. The Executive Board notes that the Government are having under active consideration the revision of the salary scales for the secondary grade teachers in elementary and secondary schools and of the admission for aid the expenditure on payment of house rent allowance to teachers in aided secondary schools. It requests Government to expedite their orders on the subjects. It further requests that the non-teaching staff in aided secondary schools be also made eligible for the payment of the house rent allowance.

4. Pending a general revision of the scales, this meeting of the Executive Board of the S.I.T.U. requests Government to direct that all secondary schools should adopt the scales of salaries laid down for Government schools and in the case of trained graduate teachers the managements, both private and public, be permitted to start them on Rs. 100 as has been ordered in Government schools. It expresses its view that the proceedings of the Government communicated to managements recently that the Government scale of pay for L.T. assistants be limited only to the II grade, is contrary to the spirit of G.O. No. Ms. 372, dated 27-2-1948 and to the established practice all these years of accepting scales of salaries up to the

maximum fixed for teachers in Government schools. It therefore urges upon Government to direct all secondary schools to have 33-1/3 per cent of the L.T. cadre in the First Grade.

Then, the President placed before the meeting the letter from Sri R. Vaidyanathan addressed to him as President of the Union and copies of which had been sent by Sri Vaidyanathan to the Education Minister and the Director of Public Instruction, as it was desired by him in the letter to be placed before the Executive Board. The letter was read out to the members. The President expressed his feeling on the improper procedure adopted by Sri Vaidyanathan. When asked why he sent copies of the letter to the Education Minister etc. he replied that because the Minister refused to receive a deputation of the Graduate Assistants' Association he did so. He was asked to express his regret for his irregular procedure. But he declined saying that he had to consult his Graduate Teachers' Association. Exception was taken to such an attitude and the members severely criticised the irregular procedure adopted by him. The President then requested the Board to drop the matter at that stage.

The resolutions given notice of by Sri Vaidyanathan were read out to the members. It was decided to refer the resolutions back to the Madras Teachers' Guild.

Then the letter from the Hindu Theological High School Teachers' Union asking the S.I.T.U. to reorganise itself on Trade Union lines was read out to the members and it was recorded.

With a vote of thanks to the authorities of the Devasthanam High School and to the President and the Secretary of the North Arcot District Teachers' Guild, the meeting terminated.

T. P. Srinivasavaradan,
Secretary.

20-1-1952.

WORKING COMMITTEE

A meeting of the Working Committee of the South India Teachers' Union was held at 3 p.m. on Saturday the 2nd February, 1952 in the office of the Union, with Sri S. Natarajan, the President of the Union, in the chair.

Members present :

Messrs. H. Krishnamurthy (Kurnool), Y. Srinivasan (Coimbatore), S. S. Narayanaswami (Ramnad), S. Swaminathan (Treasurer), C. Ranganatha Aiyengar (Journal Secretary), V. Bhuvaramurthi (Secretary, Protection Fund), G. Krishnamurthy (Joint Secretary), and T. P. Srinivasavaradan (Secretary). Sri P. Doraikannu Mudaliar was present by invitation.

The following members sent letters regretting their inability to attend :

Sri K. S. Swaminathan (Vice-President), Sri E. N. Subrahmanyam (Vice-President), and Sri J. G. Clement (Trichy).

1. The minutes of the last meeting held on the 30th January, 1951 were read and approved.

2. The Working Committee considered the resolution of the Executive Board in respect of teachers' representation to the Legislative Council. It endorsed the resolution, viz., That the teachers should feel free to stand for election from the Constituency and that the Executive Board should appeal to the members of the Union to exercise their highest preference in favour of teachers taking into account their membership and loyalty to the Union and their capacity to serve the profession. The Committee then resolved :

- (a) that this resolution be communicated to associations (including schools and colleges not affiliated) ; and
- (b) to request all teachers to exercise their franchise in the best interests of the profession and its organisation and not to al-

low themselves to be influenced by any extraneous considerations.

3. The resolutions given notice of by associations were considered and it was resolved that the President and the Secretary of the Union be authorised to draft the resolutions to be placed before the Subjects Committee. The members of the Working Committee were requested to send their suggestions and resolutions, if any, for consideration.

4. The Working Committee considered the amendments to the rules of the Union given notice of by Sri. R. Vaidyanathan. It expressed the view that it is not desirable to amend the rules of the Union on the lines suggested. It, however, resolved to refer them to the Executive Board.

5. The Working Committee then considered the Government Memorandum No. 42648-C. 51/2-Education, dated 30-1-1952 in regard to recovery from maintenance grant payable to aided elementary schools.

- (a) It was resolved that in view of the inability of the managers to meet the Rs. 3 per month, the Working Committee reiterates the recommendations of the S.I.T.U. Executive Board that the entire sum of Rs. 5 be paid by Government, and
- (b) It was also resolved to request Government to pay to all the teachers affected the sum of Rs. 3 per month for the year 1951.

6. The Working Committee then discussed the proposal of organising an Educational Research Association for South India and the President was authorised to place definite proposals before the Executive Board.

(Sd.) S. NATARAJAN,

2-2-1952.

President.

MADRAS LEGISLATIVE COUNCIL

TEACHERS' CONSTITUENCY (South)

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APPEAL OF C. D. S. CHETTI

(Rtd. Dy. Director of Public Instruction and now Principal,
Thiagarajar College, Madura.)

DEAR FELLOW-TEACHERS,

I beg to appeal to you as one teacher to another for your generous whole-hearted support to me in the ensuing elections by giving me your FIRST Vote, thus helping me towards the close of an active career of 40 years from 1912 as a teacher and educationist, to serve the cause of Education and to advance the interests of the teaching profession. It has been my earnest desire to come into personal touch with a large number of my fellow-workers. I have succeeded to some extent and I shall strive to meet many more. If I do not meet some, it will be for no other reason except want of time and the vastness of the area. I hope that my colleagues in the profession will with their usual charity forgive me.

I have signed the pledge drawn up by the S. I. T. U. and it shall be my earnest endeavour to carry it out. In doing so I shall only be continuing to do the work I have been endeavouring to do all along in the spheres allotted to me from time to time. I may add that I am a member of the S. I. T. U.

I beg to suggest that work in a body like the Legislative Council requires of the worker at least four essential qualities:—

- (1) Experience ;
- (2) a full faith in the things we stand for ;
- (3) training in what you may call "Council-craft" i.e., the ability to put your ideas across to the other people ; and
- (4) faith in the capacity and honesty of your fellow-workers in the absence of which no teamwork or co-operation is real.

I hope that my active life of 40 years, when I have been a field-worker in every branch (except as a formal teacher of elementary schools), and a member of various bodies, advisory, deliberative and executive,—a period during which it has been my aim to understand my fellow-workers and work as a unit,—will enable you to repose your trust in me and give me your HIGHEST preferential vote.

It shall be my endeavour to so conduct myself as to continue to retain your confidence. Thank you very much.

Thiagarajar College,
Madura,
29th January, 1952.

Yours sincerely,
C. D. S. CHETTI.

OUR BOOK-SHELF

CREATIVE TEACHING OF HISTORY. By K. D. Ghose, M.A. (OXON.), Principal, David Hare Training College, Calcutta. Pp. 237. (Oxford University Press. Price : Rs. 4-8-0.).

Here is an eminently readable and highly useful addition to the invaluable 'Teaching in India series'.

The great aim in teaching history is the cultivation of the forward look, encouraging the student to have a vision of the future and its fashioning. History helps to explain the countless forms and forces of social life in the present and to mould the future.

The contents of the curriculum should include, besides Indian History, a study of the ancient civilizations and world history to foster the growth of an international attitude in our pupils.

The learned author very ably presents all the up-to-date methods of teaching history in a synthesised way and rightly points out that oral work must remain the principal method of teaching throughout the school and that supervised study of text-books can only be attempted in the upper forms.

The fundamental problem of teaching history is that of making the past real. The author stresses the value of the teaching aids and offers very useful suggestions as how to press into service the various teaching aids such as, the cinema, the museum, pictures, the text-book, drawing, map making, historical fiction, modelling, dramatization, note-making, time charts, the sources and coins, to make the past vivid and concrete.

The chapters on 'The History Examination', 'The History Teacher' and 'History in Colleges and Universities' are particularly interesting.

We welcome the publication of this most illuminating and authoritative treatise on the Teaching of History and suggest its translation in all the regional languages. It richly deserves to be used as a text-book in the Training Colleges and by every History Teacher.

K. N.

THE STORY OF THE COMMONWEALTH OF NATIONS : (Cambridge University Press.)

Beginning with 1453 when the Turks swept across what we now call Asia Minor, this book of 48 pages tells simply and directly the story of the British Commonwealth of Nations, how this great group of Nations started, how it grew so large, how it is governed and what is happening to-day.

MAYO'S HANDBOOK OF GRADED GAMES (TAMIL) : (Macmillan & Co., Ltd. Price : Re. 1-6-0.)

Very useful to teachers in teaching games for the children of their classes.

GENERAL METHODS OF CLASSROOM TEACHING : By Prof. P. K. Chhatre. (East and West Book House, Baroda. Price : Rs. 5.)

This book written by one engaged in the day to day work of a Training College in a University is bound to be of immense use to the teachers under

training and for teachers' libraries in schools.

Considering the size and get-up, the price seems to be rather high.

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1. PHYSICS AT A GLANCE. 2. PHYSICS AND CHEMISTRY: By R. S. Rajan. (Progressive Publishers, Madras 11. Price: Re. 1 each.)

These two books will prove of great use to candidates preparing for the Matriculation Examination of the Madras University.

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- NEW TYPE QUESTIONS IN GENERAL MATHEMATICS (TAMIL): By K. Venkatakrishnan and R. S. Subramanian of A. C. High School, Pallathur. Price: As. 10.

Prepared in accordance with the syllabus of IV, V and VI Forms, the book is exhaustive and is highly useful to examination going pupils.

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- TEACHING VOL. XXIV, No. 2, December 1951. (Oxford University Press. Price: Re. 1.)

This popular quarterly journal so ably edited with uniform care and punctuality is, this time, devoted to a critical discussion of Text-books in schools by expert writers.

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- ANNUAL REPORT, 1950-51: **Rajah's** High and Training Schools, Kollengode.

The report records all round improvement in the tone of the two institutions and their popularity.

Receipt of the following publications is thankfully acknowledged:—

1. General Education Tables for India, 1946-47. (Ministry of Education, Government of India.)
2. Fisheries in Madras State. (Government of Madras.)
3. To-day. (Commonwealth Publications Nos. 1 & 3 to 9.)
4. Women's Welfare Journal—Annual Number. (A journal of Social Welfare.)
5. Education Quarterly—December, 1951. (Ministry of Education, Government of India.)

C. R.

EDITORIAL

Let's do it better :

As a new year resolution, we give below an extract from the Christmas number of The Educational Review, the official organ of the New Brunswick Teachers' Association.

"Letting well enough alone never raised a salary or secured a better position.

And what was well enough yesterday is poor enough to-day—Do it better.

Rescue that daily task from the maw of dull routine—Do it better.

Seek out the automatic habit—Do it better.

Put another hour on the task well done—and Do it better.

Strive not to equal yesterday's work
—STRIVE TO SURPASS IT."

Teacher Shortage :

We are grateful to Dr. Sir A. Ramaswami Mudaliar, now Vice-Chancellor of the Travancore University, for inviting public attention to the grave danger attendant upon adopting a complacent attitude towards the question of Teachers' Salaries. Of all employees engaged in doing work for the Society the teacher is the most ill-paid and he is made to work under conditions most depressing for the teacher and quite unsuitable for turning out efficient work. As Sir A. Ramaswamy Mudaliar had pointed out, it is the Society that will come to grief by allowing such conditions to continue though no doubt the individual teacher will experience great hardship in life. Young men and women are no longer keen on entering this profession. During the current year, there are about 1,000 teaching posts vacant in our Secondary Schools and nearly 3,000 posts are filled by untrained teachers. The shortage is even greater in elementary schools; various expedients have been tried to meet such a situation but to no effect. Manage-

ments are permitted to retain in service teachers beyond the age of superannuation, viz. 55 years. They have also been permitted to admit a maximum of 45 pupils per section and permission is freely given to admit more than that number. Additional Training Schools and Colleges have been opened and standards of admission to the Training institutions have been considerably lowered and yet the problem of shortage is nowhere near solution. These have on the other hand contributed to deterioration in standards in schools and also to avoidable wastage of public funds.

Taking the training of teachers alone, we give the following disquieting statements from the Report of Public Instruction for the year 1949-50.

"The percentage of passes [in the T.S.L.C. Examination (Basic)] works out to 55.8% for the Senior Basic and 56.9% for the Junior Basic Grades."

The percentage of passes in respect of pupil candidates works out to 69.7% for the Secondary Grade and 48.1% for the Elementary Grade. These figures clearly show that of those selected for training, hardly 50% are able to profit by the course of instruction in these training schools. The expenditure incurred on behalf of the remaining 50% must be declared a waste.

It is up to the Government to think seriously why such a situation has come. To anyone who cares to reflect a little, the cause will be obvious—the very woefully inadequate remuneration or as Sir A. Ramaswamy Mudaliar put it, 'VERY PALTRY WAGES,' that are paid to the teachers. It is time that Government took up the question of teachers' salaries in right earnest and dealt with it fairly and justly so as to ensure teachers, conditions in which they could perform their work efficiently.